

Application Section I: Community Connectors Program Description

The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

Rising STARS of DECA is a mentoring program to support prospective, first-generation college students. These students have chosen to attend the Dayton Early College Academy (DECA) or DECA PREP, its partner elementary. Both schools employ a performance-based culture, emphasizing the development of thinking skills and core prerequisites for college. Despite the success of DECA over the past decade, students with academic, social or behavioral problems are most at-risk of failure due to many factors they consider beyond their control. Effective, formal mentoring can overcome the impact of these negative factors on their ability to achieve college readiness and be prepared to be a productive member of the community. Learn to Earn Dayton’s collaborative model brings to the process proven strategies and partners to create sustainable programs.

The Rising STARS of DECA. The program title includes STAR, which is an acronym for:

- Setting goals
- Truthfulness and honor
- Achievement, both personal and academic
- Resilience in all situations
- Striving for a better future

Provide the number of youth in each grade level and at each school your program proposes to serve.

The specifically targeted population to be served by this program is at-risk youth in grades five through nine. These will all be students at DECA or DECA PREP, its partner elementary. Number of youth served at each grade level is illustrated in the table below. Each year, mentored students will continue in the program, plus the addition of new students.

Small Group Mentoring	Grade Level	# Mentors	Returning Students	New Students	Total Students
FY 16	5-6	2	-	14	14
FY 16	7-9	2	-	14	14
FY 17	5-6	4	14	14	28
FY 17	7-9	4	14	14	28
FY 18	5-6	6	28	14	42
FY 18	7-9	6	28	14	42

Select one: Which of the following best describes the proposed project? Select one.

- A. Totally new program developed by this organization
- B. Replication of an existing model in use by others
- Please provide the name of this model.
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

This program will be new to Learn to Earn Dayton (L2E), but will build off of two pilot programs at DECA: the Future Stars of Dayton and Brothers programs. Future Stars of Dayton serves boys in first and second grades with a purpose of motivating youth to think critically through mentoring, encouragement, diversity, exposure, and community. This program uses the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship) to develop these youth into responsible, resilient, critically-thinking young men. The Brothers pilot serves young men in high school, focusing on building

healthy relationships, academic achievement and decision making. Rising STARS of DECA will merge the best practices of both pilots to serve youth of both genders within the same age range, but provide different curriculum to students based on maturity level and needs.

Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

At full implementation, this project will be a mentoring program for at-risk youth from grades five through nine who are currently attending DECA and DECA PREP. A program coordinator will oversee the development and implementation of age-appropriate curriculum to address needs and barriers to learning and healthy development faced by DECA and DECA PREP students.

This year, DECA and DECA PREP have implemented Boston College's City Connects program. City Connects not only provides a model framework for assessing students across five areas of healthy development (1) family issues, (2) health concerns, (3) social/emotional difficulties, (4) lack of community resources, and (5) negative school climate; but also assesses the schools' services prior to implementing the program. This comprehensive assessment completed in June 2014, found social-emotional and family issues were the most prevalent barriers to learning for DECA and DECA PREP students across all grade levels. Because of these barriers, the Rising STARS of DECA will develop a program that provides student mentoring and positive role models, and will align community partners to offer training and services to address domestic violence, substance abuse, and grief the most frequent barriers identified in the City Connects assessment.

All five of the Community Connector Core Principles will be met by this program. There will be a network of partners to provide services, training and materials, and a highly qualified coordinator will be selected who will oversee program and curriculum development, and implementation to ensure integration of all core principles.

Creating SMART Goals in Order to prepare for 21st Century Careers: Mentors will instruct and assist students in learning how to create personal SMART goals, and importantly, guide mentees in effective self-monitoring of these goals regularly. By exposing students to community leaders in various fields, students will see a wide variety of career paths. Additionally, career pathway information and activities will be embedded into every curriculum STAR kit.

Building Character: The Six Pillars of Character curriculum, developed by the Josephson Institute: Center for Youth Ethics, will be taught to students and practiced in both role play and daily life. Mentors will provide support and feedback for students as they inculcate these values. In addition to building character within the mentoring program, mentored students will have these lessons reinforced daily at school as part of DECA's character education in their classrooms. The traits of trustworthiness, responsibility, respect, fairness, caring, and citizenship will not only be taught and practiced, but will become ingrained into each youth's behavior with automaticity.

Developing Pathways to Achievement: The curriculum used by mentors in the program will also include positive teaching, modeling and practicing the application of different frameworks for decision making and critical thinking skills to face head on personal, academic, and career concerns. Being taught to question information presented, consider sources, and weigh arguments helps in the development of intentional decision-making processes and creating strategies for long term success. Critical thinking skills encourage students to weigh all options carefully before committing to a course of action. This becomes a highly effective habit that promotes higher quality decisions, greater innovation, goal achievement, opportunity recognition, mistake avoidance, and higher productivity throughout one's lifetime.

Nurturing a Sense of Resiliency: One of the foundations of Rising STARS of DECA is the partnerships within a community of social services agencies. Students, mentors and parents/guardians will receive training and will be provided access to counseling to address domestic violence, substance abuse, and family loss. Curriculum STAR kits will be developed to include situational lessons when appropriate.

Believing in a Positive Future: Program mentors will be required to commit to at least one year of participation and will be invited to return for subsequent years. This will ensure students have a stable, nurturing individual supporting them and celebrating their small successes while opening their eyes to the myriad possibilities of careers and opportunities that await them. Rising STARS of DECA enrichment activities will open a child's eyes to the possibilities their future may hold, through field trips, personal contact with positive role models and thought-provoking discussion on the congruence between a positive outlook and intentional action. Seeing a

wider world while being encouraged to participate as a competent, worthy person can foster this belief that a bright future is in store.

Please describe the specific activities your program will conduct.

Rising STARS of DECA will be designed to provide comprehensive services and activities that will address the barriers to learning and healthy development. These services will be delivered by a mix of volunteer mentors and community partners specializing in counseling and prevention.

Mentor recruitment selection, intake, training and matching: The program's designated partners will assist with the identification of mentors. DECA has extensive experience in mentoring including a network of 150+ "foster alumni" who support the schools and are well positioned to provide referrals of potential mentors. In addition, DECA has established relationships with a network of partners to identify tutoring services. This network will be employed to recruit mentors for the program during the grant period, and will be in place to sustain the program. The mentors will be interviewed and vetted by a DECA Rising STARS team (administrators, staff, and existing mentors). Risk management will be covered by existing comprehensive DECA policies and practices in place to govern volunteer activities. Training and matching will be accomplished by the coordinator with support of partners for specific training topics.

Small Group Mentoring: A program coordinator will be selected to develop curriculum and oversee program implementation. Each week, lessons will be prepared and STAR kits will be assembled for each mentor. STAR kits will include reading materials, discussion guides, activity instructions and other materials. A schedule of activities and lessons will be developed for the entire year, approximately 32 sessions of programming. Mentors will receive training and regular communications regarding the schedule and activities. The following are a sampling of activities and structured elements planned for curriculum development:

1. Meeting weekly with their mentors, students in 5th-6th grades will focus on academic improvement, providing a safe environment for discussion and sharing, enrichment activities and exposure to role models.
2. Mentoring: The mentor will converse with students individually in the group setting. While other members are involved in an activity, the mentor will be able to engage the students with two-way discussion that is specific to their current academic and personal situation.
3. Homework assistance: The mentor will work with the students to ensure homework is completed and provide academic assistance when needed.
4. Healthy Snack or meal: Students will help prepare a snack or meal to ensure they are introduced to healthy food alternatives.
5. Exercise: Time may be spent outside, in a gym or on a field trip which promotes health and well-being either at school or the Kroc Center, a modern, fully equipped recreation center. *Mindful Movement*, breathing and grounding exercises, will be integrated into each mentoring session.
6. Arts or Games: The mentor may lead students in an enrichment activity which focuses on the arts or a game using strategy or logic, such as chess.
7. Character Discussion: Students will participate in an on-going dialogue about character. The mentor will be provided training and a curriculum focused on the six-character pillars which helps promote conversation about various character traits. Students are already introduced to these character pillars as a part of the school culture created at DECA PREP.
8. Speaker of the House: The mentor will also bring in professionals from the community to provide students with examples of positive role models or to expose students to career or life paths.
9. Field trip: The students will be exposed to their local community during trips to events or places which broaden them as learners. These visits may vary from a tour of a local university, use of the library or attendance at cultural performances.
10. Community Service: Students will engage in acts of service to their school, home or greater community, i.e. organizing and leading a school food drive or volunteering at a community event, which promotes mindfulness in the service to others.
11. Parental Involvement: Parents or a family representative will participate in the small-group sessions on a rotating schedule to encourage whole family support and learning beyond school.

Students in 7th-9th grades will engage with their mentor group one time per week. During the session students will engage in curriculum which focuses on building personal awareness, health and character. The same elements listed above will be included, but adjusted for the maturity level of the

mentees: mentoring, homework assistance, healthy snack, exercise, arts or games, community service. Additionally, these elements will be in evidence throughout the mentor sessions:

1. **Team Building Activities:** These activities designed to build relationships will form the group into a cohort. Each session the students will interact during activities which foster companionship and positive dialogue.
2. **Lesson:** The mentor will lead students in a small group discussion which will help encourage growth and maturation as a youth. These topics include: self-esteem, image & hygiene, relationships, personal wellness (STD awareness/substance abuse), cultural competency, conflict and violence, responses to authority, leadership skills and building career interests.
3. **Reflection of lesson:** Students will engage in conversation or a personal reflection, such as a writing journal, which prompts their feelings and/or learning regarding the lesson of the session.
4. **College and career field trips:** The students will be exposed to their local community during trips to events or places which broaden learning. These visits will begin to emphasize college selection/admission and career exploration.

In an effort to extend the program's outcomes beyond the weekly meeting with a mentor, students will be connected to other agencies in the community which can provide positive role models. The partnerships already established by the University of Dayton Fitz Center, focuses on connecting agencies to strengthen the whole community, will guide future partnerships where students may seek afterschool programming or enrichment activities. The program coordinator will work with the Fitz Center Executive Director to define methods of collaboration or networking opportunities to establish creative and meaningful stretch opportunities for students.

Experiential Learning and Enrichment Activities: Enrichment activities will be in part provided by the Kroc Center. This Salvation Army-run program offers classes in a wide range of activities, including cooking classes, poetry club, sewing classes, piano club, and fitness and gym activities. The program activities will include scheduled time participating in existing Kroc Center afterschool programs. The small groups may attend with their mentor during the regularly scheduled time, one day per month or individually on days when the group does not meet. *Mindful Movement* is a combination of yoga and mindfulness training which has demonstrated significant positive effects on at-risk population, both in high school and college. The major reported impact is upholding a sense of resiliency when in a tense situation.

Training and Counseling Services: Training with mandatory program elements for mentors, mentees and parents/guardians regarding domestic violence, substance abuse, grief support, literacy and *Mindful Movement*. These training sessions will be provided to mentors before the groups begin to meet, but will also be on-going throughout the year. Counseling will be available in small groups and on-call.

Literacy Education and Training: Project READ, a volunteer-driven tutoring agency, will assist in improving the reading and English-language skills of youth by sharing in the recruitment and training of mentors and parents involved in with the Rising STARS of DECA program. These literacy strategies have demonstrated success with delayed readers.

Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

In 2002, DuBois and colleagues conducted a meta-analysis to examine the efficacy of mentoring programs and determine best practices¹. This study examined the results of 55 evaluations of mentoring programs and found that, overall, mentoring programs have a positive impact on the lives of the children involved. Among the best practices as determined by this study, the most successful mentoring programs set (1) firm requirements regarding the frequency of mentor/mentee contact, (2) provide ongoing training for mentors, (3) provide structured activities for mentors and youth, and (4) encourage parental support and involvement. Rising STARS of DECA embraces all four (above) requirements. Curriculum will be developed to ensure the frequency of time the mentors and their mentees must meet, with a minimum of 2.5 to 3 hours spent together weekly.

Another best practice this program will embody is that ongoing training will be provided to the

¹(DuBois, D. L., Holloway, B. E., Valentine, J. C., and Cooper, H., Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. *American Journal of Community Psychology*, 30(2):157-197.)

mentors, which will be provided by highly regarded local agencies, Oaktree Corner, Care House, Artemis Center, Project READ and *Mindful Movement*. Structured activities for mentors and youth will be in the form of the character education program, Six Pillars, Restorative Justice, and other curriculum to be developed by highly qualified personnel. To strongly encourage parental involvement, parents/guardians will be required to attend training surrounding the social-emotional and family issues offered by the partner organizations.

City Connects stellar track record is the result of the framework provided to optimize student supports through six identifying characteristics: 1) customizing unique strengths, needs, and interests of each student; 2) comprehensively serving the academic, social/emotional, health, and family needs of all students from a variety of cultural and ethnic backgrounds; 3) leveraging service through coordination among families, schools, and community agencies; 4) leveraging the resources provided by community agencies to create cost-effective practices; 5) continuously monitoring for effectiveness through collecting and analyzing data to evaluate and improve service delivery and student outcomes; and 6) implementing in all sites with fidelity and oversight.

Ten years of rigorous research demonstrates that City Connects' approach significantly improves academic performance and thriving and narrows the achievement gap. The positive effects of City Connects are equal to or greater than the harmful effects of poverty and are especially beneficial to students most at-risk. Experiencing City Connects, students outperform their Boston peers in middle school and achieve close to state proficiency levels on both English and Math on the Massachusetts statewide test. City Connects student outcomes include:

- Attendance & Dropout: Lower probability of being chronically absent and, at ages 16 and older, less likelihood of dropping out of school than students who have never been in City Connects.
- Retention: Significantly lower rates of being held back in grades than peers, a strong predictor of on-time high school graduation.
- Standardized Tests: Significant improvement in state testing in middle school, after students have left a City Connects elementary school.

Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

Learn to Earn Dayton (L2E) Learn to Earn Dayton is the collective impact initiative within Montgomery County and is singularly focused on building and sustaining intellectual capital. It is part of the StriveTogether Network and is one of the CPA community organizations being supported by the Lumina Foundation. It has the support of all the major foundations in the Dayton area, including but not limited to, the Dayton Foundation, the Mathile Family Foundation, the Iddings Foundation and the Tait Foundation. It also receives support from Montgomery County and all sixteen Montgomery County school districts. The leadership of L2E has been in place for five years and the governing entity for L2E consists of prominent community leaders (e.g., Mike Parks, President of the Dayton Foundation and Nan Whaley, Mayor of Dayton). The fiscal agent for L2E is the University of Dayton, which also provides some administrative and infrastructure support. In 2016, they will transition to a permanent fiscal agent, the Montgomery County Educational Services Center.

DECA and DECA PREP serve students who live in the city of Dayton with many successful outcomes. With a 73.8% poverty rate at DECA PREP and higher at the high school, all students have established residence in the city of Dayton. 82% will be first generation college students. In 2014, ODE gave DECA an "A" for value-added growth measures in 7th and 8th grade reading and math. Last year, a second 7th grade math class was added to address skill gaps. They also required academic boot camps on Saturday mornings. The result: 95% of DECA's 8th graders passed math on the OAA. DECA received a "B" for overall achievement, meeting 12 of 15 indicators. DECA, the Dayton region's highest-performing charter school, earned a "B" on the performance index, garnering 97.4 of 120 possible points. DECA PREP saw a remarkable increase in 6th grade math scores on the OAA. An outstanding 91.4% of third grades tested as proficient for the OAA, similar to many suburban districts. Ensuring that students are prepared for the test within seven months of enrolling at DECA PREP is a challenge, but both schools promote a no-excuses culture. Students receive more math instruction: extended afterschool classes, tutors during class and access to computer-based practice. Projections call for an enrollment of 1,335 in FY22, 6% of the Dayton school population.

The Artemis Center serves the youngest victims of domestic violence through individual and group therapy. The agency has been working in the community for 30 years. The goal is to help children ages 0-18 years overcome the devastating effects of witnessing violence. In 2012, they helped 198 children and 162 of their

caregivers. The agency's priorities include: supporting and empowering victims of domestic violence, educating the community through advocacy and training, along with coordinating and leading community efforts which respond to domestic violence.

Oak Tree Corner is Dayton's highly regarded center for grieving children. It provides a safe and caring community where children and teens from the greater Dayton area can learn to deal with the grief from the death of someone important. They can communicate with their peers about the experience and develop inner strength for healthy living through guidance and support. Oak Tree Corner was established in 1996 and has served more than 8000 children and their families. Oak Tree Corner is not affiliated with any religious denomination and is funded solely from private donations from the community.

CARE House facilitates the Stewards of Children, a best practice child sexual abuse prevention training. This training is designed to raise awareness of the prevalence and consequences of child sexual abuse. The five-step action plan teaches adults to prevent, recognize and react responsibly to child sexual abuse. The components of the training: a documentary film, directed group discussions and interactive workbooks, includes current topics in child sexual abuse prevention, expert guidance, practical advice and relevant statistics. In the past ten years, more than 7,500 adults have participated in nearly 600 Stewards of Children trainings facilitated by CARE House.

Project READ's Youth Literacy Services program seeks to improve the reading and English-language skills of youth by recruiting, training, placing and managing volunteers who serve as tutors in local schools and community tutoring sites. During the 2011-2012 school year, 173 volunteers tutored 427 students in Dayton area schools and community tutoring sites.

The University of Cincinnati Evaluation Services Center (UCESC) will serve as the external evaluator of the proposed project if funded. UCESC is a research and evaluation center that has been in operation since 1996. The Center employs a collaborative model of evaluation and has provided comprehensive evaluation and assessment services to schools, state departments of education and health, professional development providers, early care and education providers, social service organizations, university programs, and various city, county, state, and community agencies and departments.

What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

Rising STARS of DECA will be firmly grounded on proven models for overcoming barriers to learning and healthy development. The program will begin with the existing student development framework provided by the successful City Connects model and two successful pilot mentoring programs. Extensive training for mentors, curriculum STAR kits and on-call counseling will address DECA students' greatest barriers to learning and healthy development. Services will be delivered through small group mentoring and enrichment activities that ensure a pivotal impact to the DECA and DECA PREP students who participate. Incorporating counseling and training for social-emotional issues, the program will cover the spectrum of the core principles laid out by Community Connectors. The following table illustrates the network of support that will be provided to Rising STARS of DECA.



DECA and DECA PREP will oversee all programmatic functions and ensure STAR kits include resources and materials from area partners to provide a system that meets the academic, social-emotional and knowledge requirements to build the foundation needed to successfully complete high school, apply for college, succeed in college, and complete post-secondary education ready to meet employer needs. The success of this program will be built upon the successful model L2E has cultivated in the region: leveraging existing resources to develop a lean program built on regional strengths to meet the needs of our students. This model is not just proven through best practices in other cities and by organizations like the Lumina Foundation, it's proven that the collaborative model L2E brings to the planning process works in Dayton and network partners have successfully integrated into the model. Strategies from L2E's strategic plan will inform the curriculum development and provide guidance and oversight as needed. This guidance includes a board of trustees from industry and academia to provide extensive, comprehensive input.

Application Section II: Program Management

Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people.

Thomas J. Lasley, Ph.D. is the Executive Director, Learn to Earn Dayton, Executive Director of EDvention a partnership between the Dayton Foundation the University of Dayton and a Professor at the University of Dayton. From 1998-2010 he was the University of Dayton Dean of the School of Education and Allied Professions Dr. Lasley has authored or co-authored 13 books, all of which focus on educational policy or practice. He also helped to co-found the Dayton Early College Academy and the success of its students is his great achievement. Dr. Lasley will provide oversight and ensure that accountability and evaluation of the grant program are occurring.

Judy Hennessey, Ph.D. is the Superintendent and CEO for the Dayton Early College Academy and DECA PREP. From an idea to a thriving institution of almost a thousand college-bound students, Dr. Hennessey has been the visionary, inspirational, and enduring face behind DECA. She earned her doctorate from the University of Dayton in school leadership in 1996. She served as the school superintendent in Oakwood, Ohio from 1998-2004. During this period, the district renovated all of its schools, tripled enrollment in AP courses, opened an early childhood center through private dollars and donated labor, and revised the curriculum to include foreign language beginning in grade one. Dr. Hennessey's career of over 40 years has provided experience as director of personnel, special education supervisor, college instructor and, most importantly, classroom teacher. Judy has been engaged in a number of community boards and civic organizations, including Oakwood Rotary, the American Red Cross, and the National Council for Community and Justice. Dr. Hennessey will provide the guiding leadership and passion to the planning, implementation and evaluation of the grant program.

The Rev. Doc. Rodney Wallace Kennedy is the Lead Pastor at First Baptist Church in Dayton, OH. He has a Master of Divinity degree from New Orleans Baptist Seminary and a Ph.D. in rhetorical criticism from Louisiana State University. The author of five books and numerous articles, he teaches at the University of Dayton Lifelong Learning Institute and United Theological Seminary. Under his leadership, the church has a strong commitment to mission, community and social justice. Rev. Doc. Kennedy will provide consultation to the program coordinator on utilizing faith-based resources in the community and identify potential mentors.

Beth Zientko is the Director of Education at The Salvation Army Ray and Joan Kroc Corps Community Center. She earned a Master of Science in Education and Allied Professions from the University of Dayton in 2009. Beth is a licensed teacher in the state of Ohio and a member of the International Reading Association. She has worked as an IEP advisor in the office of Academic Affairs and Learning Initiatives at the University of Dayton and Academic Program Director and Literacy Coach at the Columbus Bilingual Academy. Ms. Zientko will schedule and oversee experiential learning and enrichment activities provided by the Kroc Center SK2 program.

Jonathan Cain is the Founder and Executive Director of the Future STARS of Dayton brings a wealth of experience in youth programming and passion for our youth. Born and raised in Dayton, OH, Jonathan is intimately aware of the challenges that face young males having navigated the path all his life. He is proud to be a product of a support system that taught him he was full of possibility. As a youth, he

was enriched through programs consisting of Sinclair Community College's "Young Scholars Program" and Central State's "Upward Bound Program". Jonathan received a Master of Business Management from Antioch University McGregor. He currently works at Ricoh-USA as a Major Account Executive. He is successfully leading the pilot Future STARS of Dayton and provides advice on mentoring youth.

Judy Strnad, MSW is the Executive Director of the Artemis Center. Ms. Strnad earned a Master's in Social Work from the Jane Addams College of Social Work at the University of Illinois at Chicago. Judy worked with children, youth and their families through Residential Treatment Services with Children's Home and Aid Society in Chicago for fourteen years. The Artemis Center is playing a role in educating the citizens of Montgomery County about domestic violence. For 29 years, Judy has committed herself to working with families in 4 states where violence has been at the core of family life. In Judy's restorative justice work, she understands the trauma that our children and youth experience when violence is an ever pressing issue in the home. Ms. Strnad will be a service provider for mentors and students, directing training and counseling, and oversee the Artemis Center's role.

Vicki Braun is the Executive Director of Oak Tree Corner, Inc. directing all activities for the non-profit agency serving grieving children ages 3-18. She has a B.S. in Education for English and Special Education from the University of Dayton. Ms. Braun has worked as the Assistant Director of Hospital Communications at Dayton Children's Medical Center. Her continuing education has focused on grief and suicide prevention. Vicki will be a service provider to mentors and students supervising training and counseling, along with overseeing the Oak Tree Corner's role in Rising STARS of DECA.

Denise Uhl Jenkins is the prevention specialist at Dayton Children's Medical Center CARE House. She was trained as a Stewards of Children facilitator in 2004. Since that time, she has facilitated more than 550 trainings for over 8,000 adult participants. Denise's experience with the Stewards of Children curriculum is extensive and she has spent much time participating in the development and advising of new Stewards of Children programming. She has instructed nearly 250 facilitators to lead trainings in and outside of Ohio. Mrs. Jenkins holds a B.S. in Social Psychology and represents CARE House on a number of coalitions and committees in Montgomery County.

Michael McQuiston is Vice President and Partner at The Connor Group and serves as the Director for The Connor Group Kids and Community Partners. This partnership has become a strong alliance bringing financial and organizational expertise to both schools. Mike received an MBA, with honors, from Indiana University in 1981. He has been the Vice President of Sales at General Binding Corporation and Fire King. He joined The Connor Group in 1996. Mr. McQuiston will provide advice and network opportunities to recruit mentors from the business community.

A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

Start	Task
April 2015	Coordinator interview and selection
	Curriculum development team identified
	Major program lessons identified
	Leadership team meets to develop curriculum for year 1 developed
	Mentor Recruitment begins
	STAR kits for year 1 assembled
	Mentor interviews, background and reference checks
	Student selection process begins
	Mentors for year 1 selected
	Student mentees identified for year 1
	Training delivered
	Initial City Connects Tier assessment of mentees
	Year 1 cohorts begin Rising STARS of DECA
	Weekly curriculum STAR kits implemented
September 2015	Tier review City Connects model
December 2015	Assessment of impact to Tier system among participating mentees
April 2016	Coordinator provides annual review of program implementation, impact on mentees
May-June 2016	Leadership team meets with evaluators to adjust Year 2 program elements
	Partners provide assessments to program implementation
	Students and parents provide assessment of program and recommit for year 2
	Mentors provide assessment of program and recommit for year 2

August 2016	Leadership team meets to discuss curriculum for year 2 updates begin Mentor recruitment for year 2 begins STAR kits for year 2 assembled Mentor interviews, background and reference checks Program efficacy study presented for year 1 by UC Evaluation Services Center New mentors for year 2 selected Students identified for year 2, City Connects tier assessment Training delivered
September 2016	Year 2 cohorts begin Rising STARS of DECA
December 2016	Weekly curriculum STAR kits implemented
April 2017	Tier Review City Connects, Assessment of impact among participating students
May/June 2017	Assessment of impact to Tier system among participating mentees Coordinator provides annual review of program implementation, impact on mentees Program efficacy study for Year 2 by UC Evaluation Services Center Curriculum team meets with evaluators to adjust Year 3 program elements Partners provide assessments to program implementation Mentees provide assessment of program and recommit for year 3 Mentors provide assessment of program and recommit for year 3 Curriculum for year 3 updates begin Mentor recruitment for year 3 begins STAR kits for year 3 assembled Mentor interviews, background and reference checks Mentee selection process begins New mentors for year 3 selected Mentees identified Training delivered
September 2017	Year 3 cohorts begin Rising STARS of DECA Initial City Connects tier assessment completed
April 2018	Weekly curriculum STAR kits implemented Assessment of impact to Tier system among participating mentees Coordinator provides annual review of program implementation, impact on mentees Program efficacy study by University of Cincinnati Evaluation Services Center Sustainability plan submitted

Describe the implementation process for reaching the following milestones:

Rising STARS of DECA will select students based on their individual strengths and needs, focusing on building a sturdy mentor-child relationship to foster trust and growth. In addition, the City Connects model assesses all students using three tiers: tier 1 little or no risk across all five barriers to learning and healthy development; tier 2 mild to moderate risks in one or more of the five barriers; and tier 3 severe risk in one or more of the five barriers. The mentoring groups will be formed ensuring a mix of tiers among the students.

Although this mentoring relationship will focus on needs and future goals, this is a gestalt undertaking to help the whole child - not just specific areas of need - and will encompass academic, social/emotional, health, and family needs through use of community resources. To further enrich the experience, these community resources will be coordinated by well-trained staff. **Because this is a wrap-around program utilizing local resources, cost-effectiveness will be built in.** To monitor the program for efficacy, data will be gathered at regular intervals and continuously evaluated. With the assistance of experienced and thoroughly committed partners, this program will also be implemented with validity, as mentors follow the curriculum with fidelity.

A dedicated, full time program coordinator will manage the program planning and implementation, a job description is in the attachments section. The coordinator will oversee the selection and orientation process for the mentors and communicate with them on a regular basis to ensure support. This coordinator will report to the Executive Director of L2E and the superintendent of DECA/DECA PREP with program implementation metrics and fiscal management reports.

Under the direction of the program coordinator, the partner organizations' specialists and DECA Superintendent will conduct recruitment, screening, and selection of mentors. All mentors will submit resumes, references, and will be interviewed by the program coordinator. Qualified candidates will ultimately be approved by the Executive Director of L2E, DECA Superintendent, and supported by the

schools' Board of Trustees.

Background checks and risk management will be covered by existing DECA policies that govern volunteer activities. Mentors will be required to attend initial training sessions, provided by the partner organizations. Continued training will support the implementation of the weekly curriculum.

Identification and intake process for mentees will be governed by the City Connects tier system. The program coordinator, a school counselor, and a small group of teachers will review potential students and make recommendations that will assemble a mix of tier 1, 2, and 3 students for each small group.

Parents or guardians of the participating mentees will be required to attend designated mentoring sessions and training sessions provided by the Artemis Center, Oaktree Corner, CARE House and *Mindful Movement*. This will extend the potential impact not only to students directly involved, but to the home environment and/or other siblings. The mentor groups will meet once a week, after school, for 2.5 to 3 hours, beginning in September through June of each year.

Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc. Complete the Roles and Responsibilities worksheet attachment.

Application Section III: Evaluation Plan

The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

This project will answer two process and two outcome evaluation questions. With respect to process, the following two questions will be answered:

1. What perceptions do students and mentors report about their experiences with the program (e.g., including skills learned or taught, aspects they liked, components they would change, hindrances and facilitators of implementation)?
2. To what extent did mentors adhere to the implementation plan (specified program activities such as homework assistance, character discussion, enrichment activities, team building)? This will be reported by both mentors (e.g., surveys, focus groups) and program coordinators (e.g., project documentation, interviews).

With respect to outcomes, the following two questions will be answered:

1. To what extent do students who engage in the Rising STARS of DECA Mentoring Program perform better than demographically matched students who do not engage in the program?
2. To what extent does student performance (e.g., self-esteem, executive functioning, critical thinking, prosocial skills, and positive future orientation) vary as a function of duration and intensity of Rising STARS of DECA Mentoring Program exposure and engagement?

Design overview. The Rising STARS of DECA Mentoring Program will be implemented separately in the two grade groups of youth: 5th and 6th graders as one group and 7th through 9th graders as another

group. This study employs a quasi-experimental matched treatment-comparison group design using pre-post assessments across multiple cohorts and year. This design is depicted right by grant year.

Three cohorts of youth will participate in the program, staggered by grant year. The first cohort of 5th-6th graders (N=14) and 7th-9th graders (N=14) will begin in Year 1 and will be exposed to the

		Year 1	Year 2	Year 3	N	
cohort 1	comparison (5-6 graders)	no treatment	comparison youth	→	28	
	comparison (7-9 graders)	no treatment	comparison youth	→	28	
	mentees (5-6 graders)	X	→	→	14	
	mentees (7-9 graders)	X	→	→	14	
	mentors	X	→	→	4	
cohort 2 (new youth and mentors in Year 2)	comparison (5-6 graders)		no treatment	→	28	
	comparison (7-9 graders)		no treatment	→	28	
	mentees (5-6 graders)		X	→	14	
	mentees (7-9 graders)		X	→	14	
	mentors (two per grade group)		X	→	4	
cohort 3 (new youth and mentors in Year 3)	comparison (5-6 graders)			no tr	→	28
	comparison (7-9 graders)			no tr	→	28
	mentees (5-6 graders)			X	→	14
	mentees (7-9 graders)			X	→	14
	mentors (two per grade group)			X	→	4

Legend
 X / → initial year participating in the program
 → follow-up assessed through these years
 no treatment no-treatment comparison-measured; not treated
 not yet in grade

mentoring program for up to three years (in Year 3 they will be in 7th-8th grade and 9th-10th grades, respectively). The second cohort of 28 youth (14 5th-6th graders; 14 7th-8th graders) will start in Year 2 and will receive programming for up to two years (when they are in 7th-8th grade and 8th-9th grade, respectively). The third cohort of 28 youth (14 5th-6th graders; 14 7th-8th graders) will be served for one year in Year 3. For each cohort grade-group, a comparison group of 28 demographically matched same-grade peers not receiving the program will be assessed at the same times as mentored youth in that cohort. A total of 168 comparison youth will be included in this study. Two mentors will be assigned to each grade-group of youth for a total of four mentors per cohort and 12 mentors across the three years.

Both quantitative and qualitative data will support the process/formative and outcome/summative components of this evaluation. A subset of six to eight program youth from each cohort and age-grade group as well as mentors and the program coordinator will self-report on their program-specific process-oriented experiences, including program implementation and engagement. Mentored (treatment) and matched comparison youth will complete annual pre-assessments in September and post-assessments in May.

Process data collection and analyses. UCESC will collaborate with the program coordinator to obtain program-implementation data (e.g., program attendance, engagement, adherence). UCESC will collect focus group data from youth and mentors, and interview the program coordinator in Years 1 and 2. Furthermore, the online survey will include process data on program perceptions. Thematic analysis will be used to reveal themes emerging from the qualitative data. Where possible, quantitative and qualitative data will be triangulated.

Outcome data collection and analyses. Quantitative data will be used to answer the two outcome-related evaluation questions. Both mentored and matched comparison youth will complete pre- and post-assessments each year online. The program coordinator will encourage survey completion by youth. Furthermore, the program coordinator will provide baseline and ongoing school-related data (e.g., attendance, detention, achievement scores) and mentor- and program-specific data (e.g., program attendance, mentor training hours, session hours) in electronic format at the end of each academic year.

Mean quantitative data will be analyzed within and across age-groups. Tests of mean differences on indicators of success will be conducted using independent sample t-tests whereby mentored youth will be compared to non-mentored matched peers. In Year 3, length of program exposure and other covariates of interest (e.g., student characteristics such as age or grade) will be used in multivariate analyses (including MANOVA with post hoc pairwise LSMeans tests) to assess the degree to which outcomes (e.g., achievement scores) differ by program dosage. Including covariates in multivariate analyses statistically adjusts results for potential confounding (attributes that may differ across treatment and comparison groups).

Identifiers. To de-identify data, each student and mentor will be assigned unique numeric identifiers (Study IDs). These identifiers also serve to minimize duplicate counts and enable linking data across time. The program coordinator will provide UCESC with de-identified achievement data by student using unique numeric identifiers. Annual pre- and post-assessments completed by students via an online program (Qualtrics) will be organized by Study IDs. To further verify Study IDs are correctly matched to students, additional information (birth date, zip code, last four digits of Social Security number) will be collected as part of each pre- and post-assessment. Matched longitudinal data are essential for assessing program progress.

Anticipated barriers to successful evaluation. Three major barriers and plans to minimize their impact are discussed. First, missing data may result from mentor or mentee attrition, incomplete surveys, incomplete implementation, or school-related data records. Retention will be maximized through program coordinator support and encouragement of continued mentor and youth (mentee and comparison) participation with timely data checking, frequent interaction, and other proactive means of promoting full participation. Additionally, statistical adjustments (using covariates) will be used to make groups comparable when conducting mean comparisons.

Second, selection effects – whereby participants and non-participants systematically differ from each other due to volunteerism or attrition – will be minimized via matching participant and comparison youth on important characteristics (e.g., biological sex, age, grade, race/ethnicity, exposure to poverty, school performance). Comparison youth are oversampled by two youth to every one mentored youth to ensure adequate sample sizes for final analyses. Comparison youth will receive incentives for completing every pre- and post-assessment to help reduce selective attrition. Matching mentored and comparison

youth reduces the likelihood of systematic differences across groups on characteristics hypothesized to impact outcomes. As a final strategy, statistical adjustments will be used as needed.

Third, confounding occurs when non-program-related factors contribute to measured difference across groups. The quasi-experimental nature of this study with matching increases our ability to attribute outcome differences to programmatic effects compared to correlational designs.

Applicants are to complete the program model.

Application Section IV: Sustainability

Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

DECA is in the process of establishing a separate campus for grades 5-8. Funding has been secured and implementation planning is nearly complete. By the end of the Community Connectors grant period, the intermediate campus will be fully-operational. Within the projected budget, a dedicated school counselor/social worker will be fully funded by FY18. Included in the counselor's job description will be the management of the Rising STARS of DECA mentoring program. With the curriculum and support materials already developed, this essential job function will be a major responsibility of the intermediate counselor who will work exclusively with students grades 5-8.

Leveraging existing training programs and services of the partner organizations will provide continuity and sustained opportunities for mentors. Each agency has pledged when soliciting philanthropy to include training of mentors as part of the agency's overall service plan as the grant is phased out. Additional training will be secured through a combination of district and agency funds. With the curriculum and support materials already developed, the training will be provided by each agency with minimal additional expenses. L2E is committed to embracing the Rising STARS of DECA program ensuring its continuation after the grant period expires.

Application Section V: Program Budget

Complete the budget form attachment and justify each of the budget items by creating a budget justification.

By clicking this box, I (Insert Name) Thomas J. Lasley agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.

Internal Revenue Service

Date: October 7, 2003

Montgomery County Educational Service Center
200 S. Keowee
Dayton, OH 45402-2242

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Sheila Schrom 31-02836
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756
Federal Identification Number:
31-0895399

Dear Sir or Madam:

This is in response to your request of October 8, 2003, regarding your organization's federal tax status.

Our records indicate that your organization may be a governmental instrumentality or a political subdivision of a state.

No provision of the Internal Revenue Code imposes a tax on the income of governmental units (such as states and their political subdivisions). Therefore, it has been the position of the Service that income of governmental units is not generally subject to federal income taxation. If, however, an entity is not itself a governmental unit (or an "integral part" thereof), its income will be subject to tax unless an exclusion or exemption applies.

One exclusion is provided by section 115(1) of the Code, which excludes from gross income:
"income derived from ... the exercise of any essential governmental function and accruing to a State or any political subdivision thereof ..."

Your organization's income may not be subject to tax, either because the organization is a governmental unit (or an "integral part" thereof), or because the income is excluded under section 115. In addition, your organization may also be eligible to receive charitable contributions, which are deductible for federal income, estate, and gift tax purposes. Also, your organization is probably exempt from many federal excise taxes.

Your organization may obtain a letter ruling on its status under section 115 by following the procedures specified in Rev. Proc. 2002-1 or its successor.

Your organization may also qualify for exemption from federal income tax as an organization described in section 501(c)(3) of the Code. If the organization is an entity separate from the state, county, or municipal government, and if it does not have powers or purposes inconsistent with exemption (such as the power to tax or to exercise enforcement of regulatory powers), your organization would qualify under section 501(c)(3). To apply for exemption, complete Form 1023 and pay the required user fee.

Montgomery County Educational Service Center
31-0895399

Sometimes governmental units are asked to provide proof of their status as part of a grant application. If your organization is applying for a grant from a private foundation, the foundation may be requesting certain information from your organization because of the restrictions imposed by the Code on such foundations. One such restriction imposes a tax on private foundations that make any "taxable expenditures." Under section 4945(d) and (h) of the Code, "taxable expenditures" include (1) any grant to an organization (unless excepted), unless the foundation exercises "expenditure responsibility" with respect to the grant; and (2) any expenditure for non-charitable purposes. Under section 4942 of the Code, private foundations must also distribute certain amounts for charitable purposes each year--"qualifying distributions"--or incur a tax on the undistributed amount. "Qualifying distributions" include certain amounts paid to accomplish charitable purposes.

Private foundation grants to governmental units for public or charitable purposes are not taxable expenditures under these provisions, regardless of whether the foundation exercises "expenditure responsibility." Under section 53.4945-5(a)(4)(ii) of the Foundation and Similar Excise Tax Regulations, expenditure responsibility is not required for grants for charitable purposes to governmental units (as defined in section 170(c)(1) of the code). Similarly, grants to governmental units for public purposes are "qualifying distributions", under section 53.4942(a)-3(a) of the regulations; and, if they are for charitable purposes, will not be taxable expenditures, under section 53.4945-6(a) of the regulations. Most grants to governmental units will qualify as being for charitable (as well as public) purposes.

Because of these restrictions, some private foundations require grant applicants to submit a letter from the Service determining them to be exempt under section 501(c)(3) and classified as a non-private foundation. Such a letter, or an underlying requirement that a grantee be a public charity, is not legally required to be relieved from the restrictions described above, when the prospective grantee is a governmental unit and the grant is for qualifying (public or charitable) purposes.

We believe this general information will be of assistance to your organization. This letter, however, is not a ruling and may not be relied on as such. If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



John E. Ricketts, Director, TE/GE
Customer Account Services



COMMUNITY CONNECTORS

CommunityConnectors.Ohio.gov

Description of Nature of Partnership

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

Each member of the partnership is responsible for the following assurances:

- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
- 4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
- 5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

Lead Applicant

Name: Thomas J. Lasley
 Title: Executive Director
 Organization: Learn to Earn Dayton
 Sign: [Signature]

Partner

Name: MIKE MCQUISTON
 Title: PARTNER
 Organization: CONNOR KIDS + COMMUNITY PARTNERS
 Sign: [Signature]

Partner

Name: Judy Hennessy, Ph.D.
 Title: Supt. / CEO
 Organization: DECA
 Sign: Judy Hennessy, Ph.D.

Partner

Name: Donald A. Vermillion
 Title: Interim Executive Director
 Organization: University of Dayton Fite Center
 Sign: [Signature]

THE SALVATION ARMY

Founded in 1865 by William & Catherine Booth

ANDRÉ COX
General



BARRY C. SWANSON
Territorial Commander

RAY & JOAN KROC CORPS COMMUNITY CENTER

DAYTON

March 3, 2015

RE: Community Connectors Grant Application

To Whom It May Concern:

This is a Letter of Intent from The Salvation Army Ray and Joan Kroc Corps Community Center in Dayton, Ohio.

In question 12 of the application, it defines the roles and responsibilities of each respective partner. Locally, it is our intent to implement the roles and responsibilities stated under "Faith-based organization: Kroc Center". As an organization we are not allowed to sign these types of agreements locally, they must be signed by our Territorial Headquarters in West Nyack, New York. We have sent the information and signature page to them and awaiting them to process and sign the partner page, In the event that our corporate office does not sign, locally we will not be able to officially participate. Upon receiving this signed document we will immediately forward to the appropriate personnel at DECA PREP.

Should you need further information or have any questions please feel free to contact my office at 937.528.5200.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Duperree". The signature is written in a cursive style.

Major Tom Duperree, Administrator
The Salvation Army Ray & Joan Kroc
Corps Community Center of DAYTON

Phone: (937) 528-5200

1000 N. Keowee Street
Dayton, OH 45404

P. O. Box 10007
Dayton, OH 45402

Fax: (937) 528-5182

"A Bequest To The Salvation Army Will Perpetuate Your Interest"

Roles and Responsibilities Worksheet (Required)

Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc.

1. Faith-based organization: The University of Dayton Fitz Center for Leadership in Community

- Time contribution
The University of Dayton Fitz Center for Leadership in Community will contribute 8 hours per year to consulting with the Rising STARS of DECA Coordinator.

- Personnel contribution
Donald Vermillion, Interim Executive Director of the Fitz Center will provide in-kind services annually. Mr. Vermillion will provide discretion towards collaboration with other personnel in the Fitz Center for partnership as appropriate during program implementation.

- Monetary contribution

- Shared responsibilities
The Fitz Center and the Rising STARS of DECA personnel will actively recruit and encourage appropriate mentors to contribute to the program. The Fitz Center will provide consultation towards best practices to working in the local non-profit community.

- Additional roles and responsibilities

2. School district partner: Dayton Early College Academy and DECA PREP

- Time contribution
The Dayton Early College Academy and DECA PREP will support The Rising Stars of DECA will meet for at least 32 sessions, over the course of a 36-week school year. This will ideally happen once a week for 2.5 to 3 hours per mentoring session. A program coordinator will oversee roughly 16 hours of training per mentor and collaborate with the personnel contributing time below. Mentors will provide roughly 112 of volunteer hours per year

- Personnel contribution
A full-time program coordinator will contribute 100% FTE to the development, implementation and mentor support. Two City Connects Coordinators will provide 10% of their time to tier and evaluate students for the program. 2% FTE from the Director of Student Development & Parent Participation will ensure the program coordinator is supported in building relationship with parents. 2% FTE from the DECA College Liaison will ensure connections are made to colleges and universities for students and mentors to explore higher education opportunities. The school guidance counselor will contribute

2% FTE for ensuring the coordinator is supported internally with any social-emotional needs on behalf of students. The DECA Finance Manager will contribute 1% FTE to work in conjunction with Learn to Earn Dayton to remain fiscally responsible throughout program.

- **Monetary contribution**
Two City Connects Coordinators will provide 10% of their time to tier and evaluate students for the program. 2% FTE from the Director of Student Development & Parent Participation will ensure the program coordinator is supported in building relationship with parents. 2% FTE from the DECA College Liaison will ensure connections are made to colleges and universities for students and mentors to explore higher education opportunities. The school guidance counselor will contribute 2% FTE for ensuring the coordinator is supported internally with any social-emotional needs on behalf of students. The DECA Finance Manager will contribute 1% FTE to work in conjunction with Learn to Earn Dayton to remain fiscally responsible throughout program. Fringe payroll benefits will be included in the salary positions above.
- **Shared responsibilities**
The Dayton Early College Academy and DECA PREP will oversee the hiring of a program coordinator; along with manage all school personnel dedicating time to the program. The school district will coordinate and ensure the requirements of the grant program and each partner agency are upheld and fiscal responsibility is ensured. Learn to Earn Dayton, DECA and DECA PREP will ensure evaluation of the program is occurring and the aim of the leadership team is met.
- **Additional roles and responsibilities**

3. Business partner: The Connor Group

- **Time contribution**
The Connor Group will provide opportunities for DECA and DECA PREP to promote the Rising Stars of Dayton program to recruit qualified and mentors willing to dedicate their time. The time may vary depending on the opportunity to build these relationships.
- **Personnel contribution**
Michael McQuiston, Partner at The Connor Group will provide consultation on meeting potential mentors. At least 8 hours each year will be spent in a consultation role providing Learn to Earn Dayton, DECA and DECA PREP with advice for how and where to successfully connect with potential mentors in the business community.
- **Monetary contribution**

- Shared responsibilities

In conjunction with The Rising Stars of DECA program, The Connor Group will provide consultation on innovative ways to engage business professionals and outlets in which we may be able to connect with mentors.

- Additional roles and responsibilities

4. Faith-based organization: The Salvation Army Ray and Joan Kroc Corps Community Center

- Time contribution

The Salvation Army Ray and Joan Kroc Corps Community Center will provide an afterschool program, SK2, (Smart Kids/Strong Kids) for the small mentoring groups 1 or 2 times per month. This 2-4 hour program will include recreational, spiritual, educational, and arts components which enrich the Dayton Early College Academy and DECA PREP's program curriculum. Along with the small group visits, students will be given the opportunity to attend the afterschool program up to three times per week.

- Personnel contribution

Ms. Beth Zientko, Kroc Education Direction will provide 2% FTE In-kind each year to provide oversight to the Kroc Center and grant partnership. One Kroc Center personnel will also be available to help the Rising STARS of DECA Coordinator schedule usage of the facility such as a meeting room or gymnasium.

- Monetary contribution

There is no fee to attend the Kroc Center SK2 program. Ms. Zientko will give 2% FTE towards program oversight.

Shared responsibilities

All Rising Star of DECA mentee attending the Kroc Center SK2 program will be required to complete the necessary enrollment paperwork. This will be both the responsibility of the Kroc Center and the Rising STARS of DECA Coordinator to maintain record and completion of all necessary paperwork. The mentors are required to required paperwork and background check to attend the SK2 program as well. This process will be completed during the mentors' orientation and training process.

- Additional roles and responsibilities

The Dayton Early College Academy and DECA PREP will plan at least one month in advance with Kroc Center personnel, the dates they will participate in the SK2 program and when a room reservation is required for the Kroc Center facility.

The post SK2 program taking place from 5:30-6:30 PM will cost an attending student \$100. This will be no responsibility of the individual child's family, but provides families with an option for child care after the mentoring program ends.

5. Faith-based organization: First Baptist Church Dayton

- **Time contribution**
First Baptist Church will contribute at least 8 hours per year to consulting with the Rising STARS of DECA Coordinator.
- **Personnel contribution**
Rev. Dr. Rodney Kennedy, Lead Pastor of First Baptist Church will provide in-kind services annually. Rev. Dr. Kennedy will provide discretion towards collaboration with other personnel at First Baptist Church for partnership as appropriate during program implementation.
- **Monetary contribution**
- **Shared responsibilities**
First Baptist Church in conjunction with the Rising STARS of DECA personnel will actively recruit and encourage appropriate mentors to contribute to the program. First Baptist Church will provide consultation towards best practices to working in the local community.
- **Additional roles and responsibilities**

Program Name: _____

Resources

What resources will be needed to conduct this program?

Mentor coordinator & Mentors
Curriculum kits (including all materials)
Mentor training
Locations
Transportation for field trips

Program Activities

What will we do with the resources?

Assist student development of SMART Goals (long & short term)
Teach character education through discussion and service to the community
Develop role models
Expose students to a myriad of careers through field trips
Impart personal awareness by building time management and social skills
Develop a feeling of belonging & inclusion to a positive cohort

Outputs

Briefly describe the number of students engaged and the number of adults involved.

A full 25% of at-risk students in grades 6-8 will be served upon complete program implementation. The first year of implementation, four mentors will work with a total of 28 children. This will grow for the next two years as students continue in the program, reaching twelve mentors and 84 children.

Outcomes

What are the short or intermediate term results that will be achieved?

1. Setting goals to be prepared for 21st century careers
2. Building character
3. Developing pathways to achievement
4. Building resiliency
5. Believing in a positive future

Goal

What are the long term results that will be achieved?

Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.

Budget Narrative



Grant Applicant:

Rising STARS of DECA

Summary

The budget contains costs associated with the Rising STARS of DECA program spending including: salary and benefits for program coordinator; training and screening of mentors; development of curriculum and materials necessary implementation; transportation to enrichment opportunities and community events; evaluation costs and fiscal management costs.

Direct Costs

A. Payroll Expenses

YEAR 1: The Program Coordinator's annual salary will total \$45,000 for a 230 day contract. 100% of time will be dedicated to the program. YEAR 2: The Program Coordinator's annual salary will total \$46,000 for a 230 day contract. 100% of time will be dedicated to the program. YEAR 3: The Program Coordinator's annual salary will total \$48,000 for a 230 day contract. 100% of time will be dedicated to the program.

B. Payroll Fringe Benefits

YEAR 1: Annual benefits per year for program coordinator position: STRS \$7,000, Medical/Vision: \$14,554.20, Dental: \$756.24, Life Insurance: \$4.50 Medicare: \$725, BWC: \$180 YEAR 2: Annual benefits per year for program coordinator position: STRS \$7,000, Medical/Vision: \$14,554.20, Dental: \$756.24, Life Insurance: \$4.50 Medicare: \$725, BWC: \$180 YEAR 3: Annual benefits per year for program coordinator position: STRS \$7,000, Medical/Vision: \$14,554.20, Dental: \$756.24, Life Insurance: \$4.50 Medicare: \$725, BWC: \$180

C. Travel

YEAR 1: Vehicle mileage reimbursement on a per mileage basis (.575/mi x 500 mi/yr) The existing policy is to reimburse a portion of the mileage, 0.575 cents per mile; Mentor vehicle travel to Kroc Center reimbursement on a per mileage basis (.575/mi x 1000mi x 4 mentors); gas for school van & student transportation (800mi x \$3.5/gallon) YEAR 2: Vehicle mileage reimbursement on a per mileage basis (.575/mi x 500 mi/yr) The existing policy is to reimburse a portion of the mileage, 0.575 cents per mile; Mentor vehicle travel to Kroc Center reimbursement on a per mileage basis (.575/mi x 1000mi x 4 mentors); gas for school van & student transportation (800mi x \$3.5/gallon) YEAR 3: Vehicle mileage reimbursement on a per mileage basis (.575/mi x 500 mi/yr) The existing policy is to reimburse a portion of the mileage, 0.575 cents per mile; Mentor vehicle travel to Kroc Center reimbursement on a per mileage basis (.575/mi x 1000mi x 4 mentors); gas for school van & student transportation (800mi x \$3.5/gallon)

D. Supplies

YEAR 1: Development and production of weekly mentor kits to include plans for activities, discussions, reflections, recipes for healthy snacks, speaker contact info and bio, etc. \$50 per kit x 32 weekly sessions x 4 mentors YEAR 2: Development and production of weekly mentor kits to include plans for activities, discussions, reflections, recipes for healthy snacks, speaker contact info and bio, etc. \$50 per kit x 32 weekly sessions x 8 mentors YEAR 3: Development and production of weekly tutor kits to include plans for activities, discussions, reflections, recipes for healthy snacks, speaker contact info and bio, etc. Grant partners will begin to assume the fiscal majority of the program and require \$3560 to provide the production of mentor kits in year 3.

E. Equipment

YEAR 1: Laptop, iPad, and telephone for program coordinator; YEAR 2: No equipment will be purchased YEAR 3: No equipment will be purchased

F. Contracted Services

YEAR 1: Mentor group counseling services with the Artemis Center at \$175/hr. for 6 hours totaling \$1,050 YEAR 2: Mentor group counseling services with the Artemis Center at \$175/hr. for 6 hours totaling \$1,050 YEAR 3: Mentor group counseling services with the Artemis Center at \$175/hr. for 6 hours totaling \$1,050

G. Training

YEAR 1: Mentor training programs presented by: Artemis Center \$250/hr. x 4 hours (domestic violence); Oak Tree Corner \$250/hr. x 4 hours (loss of significant persons in students' lives); Project READ \$250/hr. x 4 hours (training mentors in literacy instruction); Care House (detection, prevention, and mentor response to child sexual abuse); Mindful Movement training for mentors, instructor fee of \$250/hr. for 4 hours totaling \$1,000 YEAR 2: Mentor training programs presented by: Artemis Center \$187.50/hr. x 4 hours (domestic violence); Oak Tree Corner \$187.50/hr. x 4 hours (loss of significant persons in students' lives); Project READ \$187.50/hr. x 4 hours (training mentors in literacy instruction); Care House (detection, prevention, and mentor response to child sexual abuse); Mindful Movement training for mentors, instructor fee of \$187.50/hr. for 4 hours totaling \$800. YEAR 3: Mentor training programs presented by: Artemis Center \$125/hr. x 4 hours (domestic violence); Oak Tree Corner \$125/hr. x 4 hours (loss of significant persons in students' lives); Project READ \$125/hr. x 4 hours (training mentors in literacy instruction); Mindful Movement training for mentors, instructor fee of \$125/hr for 4 hours totaling \$500.

H. Evaluation

YEAR 1: Independent evaluation services, \$12,000 per year, preferred provider: The University of Cincinnati Evaluation Services Center (design, study and monitor first year data report); YEAR 2: Independent evaluation services, \$12,000 per year, preferred provider: The University of Cincinnati Evaluation Services Center (design, study and monitor second year data and report); YEAR 3: Independent evaluation services, \$12,000 per year, preferred provider: The University of Cincinnati Evaluation Services Center (design, study and monitor third year data and report)

I. Other Program Cost

YEAR 1: Learn to Earn Dayton fiscal management of project; compensation for time and services contributed totaling 2% total yearly budget of \$2,597.13. Artemis Program oversight will consist of 2% FTE \$80,000 to total \$1,600. YEAR 2: Learn to Earn Dayton fiscal management of project; compensation for time and services contributed totaling 2% total yearly budget of \$3,070.26. Artemis Program oversight will consist of 2% FTE \$80,000 to total \$3,444.75. YEAR 3: Learn to Earn Dayton fiscal management of project; compensation for time and services contributed totaling 2% total yearly budget of \$3,287.26. Artemis Program oversight will consist of 2% FTE \$80,000 to total \$1,600.

J. Additional Mentor Support Cost

YEAR 1: Costs associated with the development and printing of Artemis Center training materials totaling \$1,200. Background checks for 4 mentors and 1 program coordinator at \$60 per person totaling \$300. \$100 per group for miscellaneous program supplies such as event tickets, art supplies, games or books totaling \$400 or \$100 x 4 groups. YEAR 2: Costs associated with the development and printing of Artemis Center training materials totaling \$1,000. Background checks for 4 new mentors and the possibility of a new mentor based on retention levels of mentors at \$60 per person totaling \$300. \$100 per group for miscellaneous program supplies such as event tickets, art supplies, games or books totaling \$800 or \$100 x 8 groups. YEAR 3: Costs associated with the development and printing of Artemis Center training materials totaling \$800. Background checks for 4 new mentors and the possibility of a new mentor based on retention levels of mentors at \$60 per person totaling \$300. \$100 per group for miscellaneous program supplies such as event tickets, art supplies, games or books totaling \$1,200 or \$100 x 12 groups.

Budget Summary



Budget summary automatically fills after completing individual annual budgets (Year 1, Year 2, and Year 3)

Rising STARS of DECA

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	56,864.82	57,864.82	59,864.82	174,594.46
B. Payroll Fringe Benefits	10,235.67	10,415.67	10,775.67	31,427.00
C. Travel	5,387.50	8,387.50	12,437.50	26,212.50
D. Supplies	7,880.00	15,760.00	21,280.00	44,920.00
E. Equipment	1,800.00	-	-	1,800.00
F. Contracted Services	17,490.00	30,930.00	37,810.00	86,230.00
G. Training	6,600.00	5,445.00	4,445.00	16,490.00
H. Evaluation	13,500.00	13,500.00	13,500.00	40,500.00
I. Other Program Cost	8,394.25	9,340.52	10,089.50	27,824.27
J. Additional Mentor Support Cost	1,950.00	2,150.00	2,350.00	6,450.00
TOTAL PROJECT COST	130,102.24	153,793.51	172,552.49	456,448.23
LOCAL CONTRIBUTION	46,744.65	60,545.55	85,620.24	192,910.44
STATE MATCH	83,357.59	93,247.96	86,932.25	263,537.79
LOCAL %	36%	39%	50%	42%

YEAR 1 - PROJECT BUDGET



COMMUNITY CONNECTORS

CommunityConnectors.Ohio.gov

Rising STARS of DECA

Summary

Salary and benefits for program coordinator; training and screening of mentors; development of curriculum & materials for year one program implementation; evaluation costs; fiscal management costs

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Rising Stars of DECA Program Coordinator	1	45,000.00	100%	45,000.00
City Connects Coordinators, DECA & DECA PREP (In-kind)	2	40,030.00	10%	8,006.00
Director of Student Development & Parent Participation (In-kind)	1	75,000.00	2%	1,500.00
DECA College Liasion (In-Kind)	1	40,030.00	2%	800.60
School Guidance Counselor (In-kind)	1	47,911.00	2%	958.22
DECA Finance Manager (In-Kind)	1	60,000.00	1%	600.00
			Total	56,864.82

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	56,864.82	18%	10,235.67
		Total	10,235.67

C.1. Staff Travel

Description	Total Amount
Program Coordinator .575/mile x 500mi/yr	287.50
Mentor Travel to Kroc Center .575/mile x 1000mi x 4 mentors	2,300.00
	-
Total	2,587.50

C.2. Mentor Travel

Description	Total Amount
Van travel for students (gas) 800mi x \$3.50 gas/gal.	2,800.00
	-
	-
Total	2,800.00

D. Supplies

Description	Total Amount
STAR kits \$50/kit x 4 mentors x 32 sessions	6,400.00
Snack (in-kind)	1,480.00
	-
Total	7,880.00

E. Equipment

Description	Unit Cost	Units	Total Amount
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Laptop for program coordinator	\$1,000.00	1	1,000.00
Cell phone for program coordinator	\$200.00	1	200.00
ipad for program coordinator	\$600.00	1	600.00
		Total	1,800.00

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Counseling Services, Small group w/ Artemis Center	\$175.00	6	1,050.00
Business Community Advising (Mike McQuiston, In-Kind)	\$200.00	12	2,400.00
Mentor Volunteer time (3hrs x 32 sessions x 4 mentors In-kind)	\$30.00	448	13,440.00
Counseling Services, Small group w/ Oak Tree Corner (in-kind)	\$100.00	6	600.00
		Total	17,490.00

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Fitz Center for Leadership Consulting (D. Vermillion, In-kind)	\$100.00	8	800.00
First Baptist Memorial Chr. Consulting (Rev. Dr. Kennedy in-kind)	\$100.00	8	800.00
			-
		Total	1,600.00

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Oak Tree Corner (Vicki Braun)	\$250.00	4	1,000.00
Artemis Center (Judy Strnad)	\$250.00	4	1,000.00
Project READ (Holly Elkins-Lopez)	\$250.00	4	1,000.00
<i>Mindful Movement</i> training (Kathi Kizirnis)	\$250.00	4	1,000.00
Care House (Denise Uhl Jenkins) (In-kind)	\$250.00	4	1,000.00
		Total	5,000.00

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Program Evaluator (university-based reasearcher)	\$12,000.00	1	12,000.00
Consultation regarding data collection & resources (L2E)	\$150.00	10	1,500.00
			-
		Total	13,500.00

I. Other Program Cost

Description	Total Amount
Learn to Earn Fiscal Management (2% of year 1 total budget in addition contribute \$2597.13 in-kind)	5,194.25
Artemis Center Program Oversight (2% FTE, \$80,000 salary)	1,600.00
Kroc Center SK2 Program Oversight (2% FTE, \$80,000 salary in-kind)	1,600.00
Total	8,394.25

J. Additional Mentor Support Cost

Description	Total Amount
Training workbooks, CARE house (\$10 per person, in-kind)	50.00
Printed Materials, Artemis Training	1,200.00
Background Checks for mentors \$60 x 4 mentors & program coord.	300.00
Program supplies (\$100 x 4 mentors) art supplies, event tickets)	400.00

	Total	1,950.00
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The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	130,102.24
Local Contribution	46,744.65
State Match	83,357.59
Local %	36%

YEAR 2 - PROJECT BUDGET



Rising STARS of DECA

Summary

Salary and benefits for program coordinator; on-going training and screening of mentors; continued development of curriculum & materials for year-two program implementation; no new equipment needed; evaluation costs; fiscal management costs

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Rising Stars of DECA Program Coordinator	1	46,000.00	100%	46,000.00
City Connects Coordinators, DECA & DECA PREP (in-kind)	2	40,030.00	10%	8,006.00
Director of Student Development & Parent Participation (in-kind)	1	75,000.00	2%	1,500.00
DECA College Liasion (In-kind)	1	40,030.00	2%	800.60
School Guidance Counselor (In-kind)	1	47,911.00	2%	958.22
DECA Finance Manager (In-kind)	1	60,000.00	1%	600.00
			Total	57,864.82

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	57,864.82	18%	10,415.67
		Total	10,415.67

C.1. Staff Travel

Description	Total Amount
Program Coordinator .575/mile x 500mi/yr	287.50
Mentor Travel to Kroc Center .575/mile x 1000mi x 8 mentors	4,600.00
	-
Total	4,887.50

C.2. Mentor Travel

Description	Total Amount
Van Travel for students (gas) 1000 x \$3.50gas/gal.	3,500.00
	-
	-
Total	3,500.00

D. Supplies

Description	Total Amount
STAR kits \$50/kit x 8 mentors x 32 sessions	12,800.00
Snack (year 1 x 2 in-kind)	2,960.00
	-
Total	15,760.00

E. Equipment

Description	Unit Cost	Units	Total Amount
			-
			-
			-
		Total	-

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Counseling services, small group w/ Artemis Center	\$175.00	6	1,050.00
Business Community Advising (Mike McQuiston, In-kind)	\$200.00	12	2,400.00
Mentor Volunteering time (3 hrs x 32 x 8 mentors in-kind)	\$30.00	896	26,880.00
Counseling services, small group w/ Oak Tree Corner (in-kind)	\$100.00	6	600.00
		Total	30,930.00

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Fitz Center for Leadership Consulting (D. Vermillion, in-kind)	\$100.00	8	800.00
First Baptist Church Consulting (Rev. Dr. Kennedy, in-kind)	\$100.00	8	800.00
			-
		Total	1,600.00

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Oak Tree Corner (Vicki Braun)	\$187.50	4	750.00
Artemis Center (Judy Strnad)	\$187.50	4	750.00
Project READ (Holly Elkins-Lopez)	\$187.50	4	750.00
<i>Mindful Movement</i> training (Kathi Kizirnis)	\$187.50	4	750.00
Care House (Denise Uhl Jenkins) (In-kind)	\$211.25	4	845.00
		Total	3,845.00

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Program Evaluator (university-based researcher)	\$12,000.00	1	12,000.00
Consultation regarding data & resources (L2E)	\$150.00	10	1,500.00
			-
		Total	13,500.00

I. Other Program Cost

Description	Total Amount
Learn to Earn Fiscal Management (2% of year 2 total budget in addition contribute \$3070.26 in-kind)	6,140.52
Artemis Ctr. Program oversight (2% FTE, \$80,000 salary)	1,600.00
Kroc Ctr. SK2 oversight (2% FTE, 80,000 in-kind salary)	1,600.00
Total	9,340.52

J. Additional Mentor Support Cost

Description	Total Amount
Printed Materials, Artemis Training	1,000.00
Training Workbooks CARE House \$10 x 5 mentors, in-kind	50.00
Background Checks for mentors \$60 x 5 new mentors	300.00
Program supplies (\$100 x 8 mentors art supplies, event tickets)	800.00
Total	2,150.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	153,793.51
Local Contribution	60,545.55
State Match	93,247.96
Local %	39%

YEAR 3 - PROJECT BUDGET



Rising STARS of DECA

Summary

Salary and benefits for program coordinator; training and screening of mentors; continued development of curriculum & materials for year-two program implementation; no new equipment needed; evaluation costs; fiscal management costs

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Rising Stars of DECA Program Coordinator	1	48,000.00	100%	48,000.00
City Connects Coordinators, DECA & DECA PREP (In-kind)	2	40,030.00	10%	8,006.00
Director of Student Development & Parent Participation (In-kind)	1	75,000.00	2%	1,500.00
DECA College Liason (In-Kind)	1	40,030.00	2%	800.60
School Guidance Counselor (In-kind)	1	47,911.00	2%	958.22
DECA Finance Manager (In-Kind)	1	60,000.00	1%	600.00
Total				59,864.82

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	59,864.82	18%	10,775.67
Total			10,775.67

C.1. Staff Travel

Description	Total Amount
Program Coordinator .575/mile x 500mi/yr	287.50
Mentor Travel to Kroc Center .575/mile x 1000mi x 12 mentors	6,900.00
	-
Total	7,187.50

C.2. Mentor Travel

Description	Total Amount
Van travel for students (gas) 1500mi x \$3.50 gas/gal.	5,250.00
	-
	-
Total	5,250.00

D. Supplies

Description	Total Amount
STAR kits \$40/kit x 12 mentors x 32 sessions (In-Kind \$11,800)	15,360.00
Snack (year 2 x 2, in-kind)	5,920.00
	-
Total	21,280.00

E. Equipment

Description	Unit Cost	Units	Total Amount
			-
			-
			-
			-
		Total	-

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Counseling services, small group w/ Artemis Center	\$175.00	6	1,050.00
Business Community Advising (Mike McQuiston, In-kind)	\$200.00	8	1,600.00
Mentor Volunteering time (3 hrs x 32 x 12 mentors in-kind)	\$30.00	1152	34,560.00
Counseling services, small group w/ Oak Tree Corner (in-kind)	\$100.00	6	600.00
		Total	37,810.00

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Fitz Center for Leadership Consulting (D. Vermillion, in-kind)	\$100.00	8	800.00
First Baptist Church Consulting (Rev. Dr. Kennedy, in-kind)	\$100.00	8	800.00
			-
		Total	1,600.00

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Oak Tree Corner (Vicki Braun)	\$125.00	4	500.00
Artemis Center (Judy Strnad)	\$125.00	4	500.00
<i>Mindful Movement</i> training (Kathi Kizirnis)	\$125.00	4	500.00
Project READ (Holly Elkins-Lopez)	\$125.00	4	500.00
Care House (Denise Uhl Jenkins) (In-kind)	\$211.25	4	845.00
		Total	2,845.00

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Program Evaluator (university-based researcher)	\$12,000.00	1	12,000.00
Consultation regarding data & resources (L2E)	\$150.00	10	1,500.00
			-
		Total	13,500.00

I. Other Program Cost

Description	Total Amount
Learn to Earn Fiscal Management (2% of year 1 total budget in addition contribute \$3,444.75 in-kind)	6,889.50
Artemis Ctr. Program oversight (2% FTE, \$80,000 salary)	1,600.00
Kroc Ctr. SK2 oversight (2% FTE, 80,000 in-kind salary)	1,600.00
Total	10,089.50

J. Additional Mentor Support Cost

Description	Total Amount
Printed Materials, Artemis Training	800.00
Training Workbooks CARE House \$10 x 5 mentors, in-kind	50.00
Background Checks for mentors \$60 x 5 new mentors	300.00
Program supplies (\$100 x 12 mentors art supplies, event tickets)	1,200.00
Total	2,350.00

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	172,552.49
Local Contribution	85,620.24
State Match	86,932.25
Local %	50%



Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as "THE DEPARTMENT," and the applicant, herein referred to as the "GRANTEE," and any partnering entity who is not the lead applicant, herein referred to as the "CO-APPLICANT." THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs.

Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
 - A. Religious worship, instruction or proselytization.
 - B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.
 - B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.
 - C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
 - A. The amount of funds under the grant.
 - B. How the GRANTEE uses the funds.
 - C. The total cost of the project.
 - D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

- A. The enforcement of any obligations imposed by law.
 - B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
 - C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.
19. The GRANTEE, by submission of a grant proposal, agrees that THE DEPARTMENT has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The GRANTEE acknowledges this authority under Ohio Revised Code Section 3301.07 (C), as applicable.
 20. In the purchase of equipment and supplies, the GRANTEE will comply with state ethics laws and Ohio Revised Code Section 2921.42.
 21. That the GRANTEE will have effective financial management systems, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
 22. That the GRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for the grant.

This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the GRANTEE by THE DEPARTMENT, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The GRANTEE recognizes and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the State of Ohio shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the GRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the GRANTEE.



 Authorized Representative Date 2/25/15

Thomas J. Lasley
 Printed

GRANTEE



 Fiscal Representative Date 2/25/15

Thomas J. Lasley
 Printed



Bill Beagle
State Senator
5th District

Ohio Senate
Senate Building
1 Capitol Square
Columbus, Ohio 43215
(614) 466-6247

Committees

Chair, Workforce & Economic Development
Insurance & Financial Institutions
Ways & Means
Education
Finance Subcommittee on Education

Boards and Commissions

Third Frontier Advisory Board
Governor's Executive Workforce Board

February 17, 2015

Community Connectors Advisory Board
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Ross,

I am honored to write a letter of support for the Community Connectors Ohio program proposal from Learn to Earn Dayton and the Dayton Early College Academy and DECA Prep school. The Community Connectors Ohio program was established in order to provide personal support and mentorship to students that can benefit from having an adult role model in their lives. It is with respect that I recommend this program be installed in Dayton, Ohio.

Learn to Earn Dayton and DECA are outstanding organizations in the Dayton area that have acquired 5 other notable partners to participate in the Community Connectors Ohio program including the Kroc Center, a faith based wellness center, Oaktree corner, a grief center for children, Care House, a child abuse prevention, intervention and advocacy center, Artemis Center, a domestic violence prevention, intervention and advocacy center as well as Project READ, a collaboration of literacy organizations, schools and businesses striving to build literacy in the region.

These organizations will work together to provide a small group mentoring program to students in grades 5-9 with a qualified and trained mentor that will seek to build relationships and support the students in the academic and career exploration pathway to college. The pillars of this program will be setting goals to prepare for 21st century careers, building character, developing pathways to achievement, establishing a sense of resiliency and believing in a positive future. Unfortunately, not all students have a support network that can assist them in developing these traits, skills and abilities. Learn to Earn Dayton, DECA and their partners are striving to provide this network to students in Dayton and I urge your support of this proposal.

Should you require any further information from me about my recommendation for the Learn to Earn Dayton Community Connectors Ohio grant, please do not hesitate to contact my office.

Regards,

A handwritten signature in blue ink that reads "Bill Beagle".

Bill Beagle
State Senator
Ohio's 5th District



Fred Strahorn
State Representative, 39th District
Democratic Leader

February 19, 2015

Community Connectors Advisory Board
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Ross,

It is my pleasure to offer support to Learn to Earn Dayton in its application for the Community Connectors grant. The organization's proposal to build a small group mentoring program will allow Dayton youth to experience quality and personalized mentorship, while receiving essential support for their future academic and professional goals.

Learn to Earn Dayton plays a significant role in promoting positive and holistic educational experiences for area children. Given its dedicated commitment to early learning initiatives currently in place, there is no doubt that the organization will apply the same passion and focus to ensuring the success of its proposed mentoring program. In its submitted proposal, Learn to Earn Dayton has outlined five core principles grounding its initiative: setting goals to prepare students for 21st century careers, building character, developing pathways to achievement, gaining a sense of resiliency, and believing in a positive future. All of these principles deliver a strong message of youth empowerment. When coupled with the stable, long-term mentoring relationships the program promises its participants, these principles will inspire students to strive for high academic and professional achievement.

Approval of Learn to Earn Dayton's application will allow the organization to continue its essential work promoting academic success for the youth in our community. As we continue to aim for better education, employment and quality of life for Ohio residents, it is increasingly important to prioritize the kind of support for young students offered in this proposed personalized mentorship program. I am confident that Learn to Earn Dayton has both the expertise and commitment required to execute its project and I offer my full support to its grant application.

Sincerely,

A handwritten signature in blue ink that reads "Fred Strahorn".

Representative Fred Strahorn
District 39

77 South High Street • 14th floor • Columbus, Ohio • 43215
614-466-1607 • Rep39@ohiohouse.gov • www.ohiohouse.gov



March 6, 2015*

Community Connectors Advisory Board
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43125-4183

Dear Dr. Ross:

I am honored to write a letter of support for the Community Connectors Ohio program proposal being submitted by Learn to Earn Dayton, the Dayton Early College Academy and DECA PREP. The City of Dayton and our City of Learners initiative echo the core principles identified by Community Connectors Ohio. All children deserve opportunities to realize their full potential. Learn to Earn, DECA and DECA Prep are critical partners helping Dayton young people achieve just that. I have the utmost confidence in these groups' ability to execute this effort with passion, integrity and excellence.

Strong mentoring programs like the Rising Stars of DECA are critical to helping students set goals and keeping them on a pathway to college and a career. This program will engage students in opportunities afterschool that help build strong character, teach them to think critically and support their rigorous academic pursuits. This partnership is a model for the kind of networking and collaborative work that is required to help every child succeed.

Ohio's employers are depending on a workforce that can compete in a global economy. Approving this proposal will support our efforts to give more students the quality education they deserve and must have if they're going to successfully perform 21st century jobs. Learn to Earn Dayton, DECA and DECA Prep are doing important work that will have impact on our state, the Dayton community and the lives of today's students for years to come. I offer my whole-hearted support of the Rising Stars of DECA program.

Sincerely,

Mayor Nan Whaley
City of Dayton



March 9, 2015

Community Connectors Advisory Board
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Ross:

I am writing this letter in support for the Rising STARS of DECA proposal submitted to Community Connectors Ohio. On behalf of the University of Dayton Fitz Center for Leadership in Community, we are energized and believe in the partnership between Learn to Earn Dayton, the Dayton Early College Academy and DECA PREP. This quality mentoring program will exude the dedication we must take to ensure students are prepared for college and the 21st century job market.

Dedicated mentors are an asset to nurturing a next generation of young students. We know education is the way to improve the overall quality of life for urban neighborhoods and larger communities. The Community Connectors principles uphold the opportunities within the local community which the Fitz Center supports and strives to broker.

When risk factors such as poverty or lack of stability hinder a student's success, the Rising STARS of DECA mentorship opportunity will guarantee support is provided. The Fitz Center is excited to ensure the program is networked in the community with resources and potential mentors. The impact of the program embodies the Center's belief in the promotion of the common good and preferential option for the poor.

The Fitz Center will recommend community members to the Rising STARS of DECA program and support the network of partners that will collaborate on the program. I look forward to collaborating on this common goal of ensuring students have positive role models, quality education and hope for the future. We give our full support of the Rising STARS of DECA program and urge your support of this proposal.

Sincerely,

Don Vermillion
Interim Executive Director

FITZ CENTER FOR LEADERSHIP IN COMMUNITY
300 College Park Dayton, Ohio 45469-1445
(937) 229-5400 (937) 229-3900 Fax
<http://fitzcenter.udayton.edu>



▶ *A New Spirit on the River* ◀

111 West Monument Avenue, Dayton, Ohio 45402 • 937/222-4691
Fax: 222-0649 • E-mail: fbc@fbcd Dayton.org • Web Page: www.fbcd Dayton.org

March 6, 2015

Community Connectors Advisory Board
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Ross:

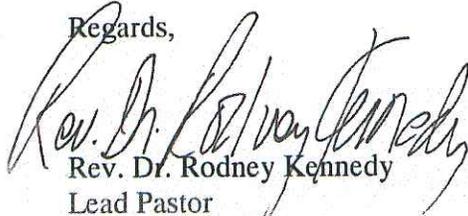
First Baptist Church is pleased to write a letter of support for the Community Connectors Ohio program proposal being submitted by Learn to Earn Dayton and the Dayton Early College Academy and DECA PREP. The Community Connectors Ohio principles will develop the whole person to succeed in school and be a productive member of the community.

It is encouraging to be amongst these change-agent organizations in the Dayton community whom will uphold the Community Connectors principles and provide a quality experience. We are in full support of a program which enables a strong support network for students. The influence of a positive, committed role model ensure children are prepared to succeed in school, build personal values and desire to set and obtain their goals.

When risk factors such as poverty or a lack of mental stability hinders a student's success, the Rising of DECA will guarantee support is provided. The collaboration of this network promotes creative and stable solutions to student development and family support.

I will recommend community members to the Rising STARS of DECA mentorship opportunity and will advocate for the program with their network of community partners both faith and secular based. I am pleased to support and looking forward to collaborating on this positive experience with Learn to Earn Dayton for the students and families of DECA and DECA PREP.

Regards,


Rev. Dr. Rodney Kennedy
Lead Pastor



ARTEMIS CENTER

Guiding Victims of Domestic Violence Towards Hope and Healing

February 16, 2015

Community Connectors
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Ross:

The Artemis Center, Dayton's Domestic Violence Resource Agency continues to be a collaborative partner of all business and education systems for the 30 year history in Dayton, Ohio. We are in support of Governor John R. Kasich and the Ohio Legislature designed, Community Connectors program which brings together students, their families, schools, communities, faith-based groups, and businesses in mentoring programs.

The Artemis Center is the only domestic violence resource agency in Montgomery County offering all non-sheltered therapeutic services. We have agreed to support Learn to Earn Dayton, in partnership with Dayton's Early College Academy and DECA Prep. Our support of this non-traditional high school works well with our mission statement of addressing the needs of our community members where domestic violence is concern. Like DECA, we work diligently to provide education and support for a population of citizens in Montgomery County who need specialized assistance.

The Artemis Center has agreed to offer Domestic Violence training to students, staff, teachers and school personnel in order to reduce teen dating violence and help adults understand the impact of domestic violence. We have the capacity to provide on-going training, students groups, and counseling regarding these specific issues. We have two personnel members from the Artemis Center who are committing their time and expertise to the duration of this grant. The Artemis Center currently provides education services on domestic violence for Montgomery County and knows, that in order to "Break the Cycle" of domestic violence, it needs to begin with educating children.

The Artemis Center benefits from this partnership in having one more community member recognize the importance of understanding domestic violence. The Artemis Center has put forth a goal in 2015, to provide children and parents with domestic violence training. The impact that the education would have on everyone involved in DECA Prep would see a reduction in the amount of violence that takes place within the student body, most especially domestic violence related issues as well as sexual assault incidents.

Education serves as the portal to any student's future. Learn to Earn Dayton, and Dayton's Early College Academy and DECA Prep are well on their way to achieving their mission. The students would benefit highly from receiving mentors who would focus on the entire student.

The Artemis Center highly recommends and supports Learn to Earn Dayton, and the Dayton's Early College Academy and DECA Prep efforts to receive this grant. The Artemis Center will participate in any way we can to support this grant and the students who will benefit from this opportunity.

Sincerely,



Judy Strnad, MSW
Executive Director
Artemis Center



310 West Monument Avenue · Dayton, Ohio 45402 · www.artemiscenter.org
Hotline: 937.222.SAFE · Phone: 937.461.5091 · Fax: 937.461.2852 · TTY: 937.461.7910

Leading the Community in its Commitment to End Domestic Violence





February 26, 2015

**EXECUTIVE
STEERING
COMMITTEE**

Deborah A. Feldman
President and CEO
Dayton Children's Hospital

Richard S. Biehl
Director and Chief
Dayton Police Department

Gayle Bullard
Executive Director
Montgomery County
Department of Job
and Family Services

Mathias H. Heck, Jr.
Montgomery County
Prosecuting Attorney

Phil Plummer
Montgomery County Sheriff

Community Connectors Advisory Board
Attention: Dr. Richard A. Ross
25 South Front Street
Columbus, Ohio 43215-4183

Dr. Ross,

CARE House is pleased to write a letter in support of a proposal submitted by Learn to Earn Dayton in partnership with Dayton Early College Academy and DECA PREP to the Community Connectors program.

It is the mission of CARE House, a children's advocacy center, to provide a team response to child abuse through prevention, intervention and advocacy in Montgomery County. This community collaboration results in effective, efficient and child-focused casework that reduces trauma to child victims, increases communication among professionals and improves the outcomes for the children. Since 1999, CARE House has provided services to more than 8,000 children and their non-offending family members. The center provides a child sexual abuse awareness and prevention training, the *Stewards of Children*, which teaches adults to prevent, recognize and react responsibly to child sexual abuse. Since initiating this prevention effort, CARE House has facilitated more than 550 *Stewards of Children* trainings for nearly 8,000 participants.

CARE House will facilitate the *Stewards of Children* for mentors working with Dayton Early College Academy and DECA PREP students in fifth through ninth grades. The *Stewards of Children* is a 2½ hour, evidence-informed training that includes a video, group discussions and interactive workbooks. At this time, CARE House anticipates funding in FY 2016 that will allow the mentors to participate in the training at no cost. If funding were not awarded, the interactive workbook cost per participant would be \$10.00. CARE House would provide the facilitation at no cost.

CARE House looks forward to collaborating with this mentoring initiative. Not only will these mentors be empowered to better protect children from sexual abuse and to recognize the grooming process and behavioral and physical indicators of sexual abuse. The mentors will also know the importance of their responses to disclosures, discoveries and suspicions of child sexual abuse and be compelled to respond appropriately.

Very truly yours,

Libby Nicholson

Libby Nicholson, MSSW, LISW-S
CARE House, Director



February 26, 2015

Community Connectors Advisory Board
Attn: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183



Dear Dr. Ross,

I am writing to support Learn to Earn Dayton's application for a Community Connectors Ohio grant in partnership with Dayton Early College Academy (DECA) and DECA PREP. The grant will support DECA and DECA PREP's new mentoring program, Rising STARS of Dayton.

Project READ is the literacy coalition serving the Dayton, Ohio, area. In this role, Project READ addresses adult and youth literacy issues impacting Montgomery, Greene and Preble counties. Project READ has a long history of supporting tutoring and mentoring programs operating in local schools. In fact, since 1999, Project READ has recruited and trained thousands of volunteers to serve as literacy tutors and mentors in nearly 100 schools and community tutoring sites. Project READ has worked with DECA since the 2011-2012 school year and began a new partnership with DECA PREP during the current 2014-2015 school year. This grant provides an opportunity to further this relationship among our organizations.

Project READ stands ready to offer volunteer recruitment and training support for DECA and DECA PREP. As noted above, Project READ has a 16-year history of recruiting and training volunteers for local schools, so we have expertise in this area that we can offer in support of the schools. Project READ's youth literacy tutor training will prepare this program's mentors to address the students' literacy needs. Project READ's Education Programs and Outreach Coordinator, Holly Elkins-Lopez, will facilitate each 2-3 hour training course. Project READ offers the training sessions monthly, but Holly is willing to offer training for DECA and DECA PREP tutors onsite at the school or at another suitable location, as requested.

Project READ estimates the cost of recruitment and training services to be as follows: \$1000 for year 1, \$750 for year 2, and \$500 for year 3. Costs are higher in year one since existing volunteers will access the training in addition to new mentors recruited for this program. As the years go by, costs will lessen because many mentors will stay with the program for multiple years, reducing the number of volunteers to be trained each year.

I fully support this proposal and I look forward to the opportunity to work with Learn to Earn, DECA and DECA PREP on this initiative. Should you need additional information concerning the role of Project READ in this project, and our pledge of support and collaboration, please feel free to contact me at 937-512-3104 or Laura.Mlazovsky@sinclair.edu.

Sincerely,

A handwritten signature in cursive script that reads "Laura Mlazovsky".

Laura Mlazovsky
Executive Director

Building Literacy Through Collaboration

Helpline: (937) 461-READ (7323) • www.project-read.org

c/o Sinclair Community College, 444 West Third Street, Building 3, Room 3142, Dayton, Ohio 45402-1460

A United Way Partner Agency

OAK TREE CORNER
2312 FAR HILLS #108
DAYTON OH 45419-1512

February 27, 2015

Community Connectors Advisory Board
Attention: Dr. Richard A. Ross
25 South Front Street
Columbus, OH 43215-4183

Dear Dr. Ross:

The Oak Tree Corner program for grieving children is proud to support this proposal to serve that the youth of southern Ohio.

In Partnership with Learn to Earn Dayton, Dayton Early College Academy and DECA Prep, we are pleased to contribute our expertise in dealing with children and grief. Since 1996, we have served 8000 families facing tragedy, loss and healing. Through support groups and community education, we have helped prevent some of the risks associated with early loss, including depression, drug use, suicide, early pregnancy and eating disorders.

While we look forward to contributing to this program, we also know Oak Tree Corner will benefit. This linkage will allow us to meet with key community mentors who can advocate for our work and refer those in need of support. Through networking, we will develop deeper relationships with community agencies.

We are eager to offer our knowledge and experience in the area of childhood grief. Current estimates by the Census Bureau indicate that prior to age 18, 1 in 12 students will experience a significant family death. To this end, we will offer any identified family 2 hours of free consultation beyond the scope of the mentoring program.

We are proud to be associated with this outstanding project and dedicated professionals who are as committed to young people as we are. Together all of us can ensure productive futures and positive experiences for our treasured youth.

*Yvonne A. Brown,
Director*

ESC Evaluation Services Center

**Rising STARS of DECA Mentoring
Program
Evaluation Plan
by
The University of Cincinnati
Evaluation Services Center
for
Community Connectors Proposal**

Prepared for

Learn to Earn Dayton

March 2015

Evaluation Services Center
P.O. Box 210175 • Cincinnati, OH • 45221
<http://www.uc.edu/evaluationservices>

UNIVERSITY OF
Cincinnati

Rising STARS of DECA Mentoring Program Evaluation Plan

Evaluation Services Center

Jacinda K. Dariotis, Director

Evaluation Plan prepared by:

Jacinda K. Dariotis, Ph.D., M.A.S., M.S., M.A.

With the assistance of:

Regina Coates, Business Manager

Audra Morrison, Research Coordinator

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University of Cincinnati

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E-mail: eval@uc.edu

Learn to Earn Dayton Rising STARS of DECA Mentoring Program

Program Overview

The proposed Learn to Earn Dayton **Rising STARS of DECA Mentoring Program** is a weekly after-school small group mentoring program. Over three years, this program will serve a total of 84 at-risk seventh and eighth grade students attending Dayton Early College Academy (DECA) and fifth and sixth grade students attending DECA PREP, the partner elementary school. This program aims to promote a successful transition to high school graduation and adulthood by mentoring youth in skills known to positively impact academic, behavioral and social outcomes. These are the STARS skills: **Setting goals**; **Truthfulness and honor**; **Achievement** (personal and academic); **Resilience** in all situations; and **Striving** for a better future.

Evaluation Plan

External evaluator. The University of Cincinnati Evaluation Services Center (UCESC) will serve as the external evaluator of the proposed project if funded. UCESC is a research and evaluation center that has been in operation since 1996. The Center employs a collaborative model of evaluation and has provided comprehensive evaluation and assessment services to schools and school districts, state departments of education and health, professional development providers, early care and education providers, social service organizations, university programs, and various city, county, state, and community agencies and departments. UCESC offers a full range of services that are tailored to fit the unique evaluation, assessment, and research needs of education and education-related human services organizations. Specific to this evaluation, UCESC will program and host on its server all the online mentor and student assessments as well as school-related data (e.g., attendance, PARCC or AIR, academic achievement) provided by the Rising STARS of DECA program coordinator. UCESC will analyze both qualitative and quantitative data and prepare annual reports (see attached MOU).

Evaluation questions. This project will answer two *process* and two *outcome* evaluation questions. With respect to process, the following two questions will be answered:

1. What perceptions do students and mentors report about their experiences with the program (e.g., including skills learned or taught, aspects they liked, components they would change, hindrances and facilitators of implementation)?
2. To what extent did mentors adhere to the implementation plan (specified program activities such as homework assistance, character discussion, enrichment activities, team building)? This will be reported by both mentors (e.g., surveys, focus groups) and program coordinators (e.g., project documentation, interviews).

With respect to *outcomes*, the following two questions will be answered:

1. To what extent do students who engage in the Rising STARS of DECA Mentoring Program perform better than demographically matched students who do not engage in the program?
2. To what extent does student performance (e.g., self-esteem, executive functioning, critical thinking, prosocial skills, positive future orientation) vary as a function of duration and intensity of Rising STARS of DECA Mentoring Program exposure and engagement?

Design overview. The Rising STARS of DECA Mentoring Program will be implemented separately in the two grade groups of youth: 5th and 6th graders as one group and 7th and 8th graders as another group. This study employs a quasi-experimental matched treatment-comparison group design using pre-post assessments across multiple cohorts and year. This design is depicted below by grant year:

Table 1: Study Design

		Year 1	Year 2	Year 3	N
cohort 1	comparison (5-6 graders)	no treatment comparison youth →			28
	comparison (7-8 graders)	no treatment comparison youth →			28
	mentees (5-6 graders)	X	→		14
	mentees (7-8 graders)	X	→		14
	mentors	X	→		4
cohort 2 (new youth and mentors in Year 2)	comparison (5-6 graders)	no treatment →			28
	comparison (7-8 graders)	no treatment →			28
	mentees (5-6 graders)		X	→	14
	mentees (7-8 graders)		X	→	14
	mentors (2 per grade group)		X	→	4
cohort 3 (new youth and mentors in Year 3)	comparison (5-6 graders)			no trt →	28
	comparison (7-8 graders)			no trt →	28
	mentees (5-6 graders)			X →	14
	mentees (7-8 graders)			X →	14
	mentors (2 per grade group)			X →	4

NOTES:

Cohort 1: 5th-6th graders in Year 1 will be 6th-7th in Year 2, 7th-8th in Year 3; 7th-8th graders in Year 1 will be 8th-9th in Year 2, 9th-10th in Year 3.

Cohort 2: 5th-6th graders in Year 2 will be 6th-7th in Year 3; 7th-8th graders in Year 2 will be 8th-9th in Year 3.

Legend

X	initial year participating in the program
→	follow-up - assessed through these years
no treatment	no-treatment comparison - measured; not treated
	not yet in grade

Three cohorts of youth will participate in the program, staggered by grant year. The first cohort of 5th-6th graders (N=14) and 7th-8th graders (N=14) will begin in Year 1 and will be exposed

to the mentoring program for up to three years (in Year 3 they will be in 7th-8th grade and 9th-10th grades, respectively). The second cohort of 28 youth (14 5th-6th graders; 14 7th-8th graders) will start in Year 2 and will receive programming for up to two years (when they are in 7th-8th grade and 8th-9th grade, respectively). The third cohort of 28 youth (14 5th-6th graders; 14 7th-8th graders) will be served for one year in Year 3. For each cohort grade-group, a comparison group of 28 demographically matched same-grade peers not receiving the program will be assessed at the same times as mentored youth in that cohort. A total of 168 comparison youth will be included in this study. Two mentors will be assigned to each grade-group of youth for a total of four mentors per cohort and 12 mentors across the three years.

Both quantitative and qualitative data will support the process/formative and outcome/summative components of this evaluation. A subset of six to eight program youth from each cohort and age-grade group as well as mentors and the program coordinator will self-report on their program-specific process-oriented experiences, including program implementation and engagement. Mentored (treatment) and matched comparison youth will complete annual pre-assessments in September and post-assessments in May.

Process data collection and analyses. UCESC will collaborate with the program coordinator to obtain program-implementation data (e.g., program attendance, engagement, adherence). UCESC will collect focus group data from youth and mentors, and interview the program coordinator in Years 1 and 2. Furthermore, the online survey will include process data on program perceptions. Thematic analysis will be used to reveal themes emerging from the qualitative data. Where possible, quantitative and qualitative data will be triangulated.

Outcome data collection and analyses. Quantitative data will be used to answer the two outcome-related evaluation questions. Both mentored and matched comparison youth will complete pre- and post-assessments each year online. The program coordinator will encourage survey completion by youth. Furthermore, the program coordinator will provide baseline and ongoing school-related data (e.g., attendance, detention, achievement scores) and mentor- and program-specific data (e.g., program attendance, mentor training hours, session hours) in electronic format at the end of each academic year.

Mean quantitative data will be analyzed within and across age-groups. Tests of mean differences on indicators of success will be conducted using independent sample t-tests whereby mentored youth will be compared to non-mentored matched peers. In Year 3, length of program exposure and other covariates of interest (e.g., student characteristics such as age or grade) will be used in multivariate analyses (including MANOVA with post hoc pairwise LSMeans tests) to assess the degree to which outcomes (e.g., achievement scores) differ by program dosage. Including covariates in multivariate analyses statistically adjusts results for potential confounding (attributes that may differ across treatment and comparison groups).

Identifiers. To de-identify data, each student and mentor will be assigned unique numeric identifiers (Study IDs). These identifiers also serve to minimize duplicate counts and enable linking

data across time. The program coordinator will provide UCESC with de-identified achievement data by student using unique numeric identifiers. Annual pre- and post-assessments completed by students via an online program (Qualtrics) will be organized by Study IDs. To further verify Study IDs are correctly matched to students, additional information (birth date, zip code, last four digits of Social Security number) will be collected as part of each pre- and post-assessment. Matched longitudinal data is essential for assessing program progress.

Anticipated barriers to successful evaluation. Three major barriers and plans to minimize their impact are discussed. First, missing data may result from mentor or mentee attrition, incomplete surveys, incomplete implementation, or school-related data records. Retention will be maximized through program coordinator support and encouragement of continued mentor and youth (mentee and comparison) participation with timely data checking, frequent interaction, and other proactive means of promoting full participation. Additionally, statistical adjustments (using covariates) will be used to make groups comparable when conducting mean comparisons.

Second, selection effects – whereby participants and non-participants systematically differ from each other due to volunteerism or attrition – will be minimized via matching participant and comparison youth on important characteristics (e.g., biological sex, age, grade, race/ethnicity, exposure to poverty, school performance). Comparison youth are oversampled by two youth to every one mentored youth to ensure adequate sample sizes for final analyses. Comparison youth will receive incentives for completing every pre- and post-assessment to help reduce selective attrition. Matching mentored and comparison youth reduces the likelihood of systematic differences across groups on characteristics hypothesized to impact outcomes. As a final strategy, statistical adjustments will be used as needed.

Third, confounding occurs when non-program-related factors contribute to measured difference across groups. The quasi-experimental nature of this study with matching increases our ability to attribute outcome differences to programmatic effects compared to correlational designs.

Job Description
Dayton Early College Academy & DECA PREP

Job Title

Rising STARS of DECA Coordinator

Job Summary

The Rising STARS of DECA Coordinator manages all facets of a school-based afterschool mentoring program. The Rising STARS of DECA program provides small groups of 5th-8th grade students with a mentor that meets with them regularly and consistently. This program will provide comprehensive services and activities which address barriers to learning and healthy living. The Coordinator utilizes connections within the school and community to support mentors, students, school personnel and community partners in fulfilling the objectives of the program. The Coordinator is the primary data collector and manager for the program.

Qualifications

Required:

- Master's Degree in a social science field with licensure in the State of Ohio including: Professional Counselor or Professional Clinical Counselor or School Counselor or Licensed Social Worker or Licensed Independent Social Worker, School Social Worker, or Licensed School Psychologist
- Clinical experience working in a school environment
- Evidence of a clear record as determined by the Bureau of Clinical Identification and Investigation (BCII)
- Meets all current health requirements including negative tuberculosis test and pre-employment drug screening
- Evidence of culturally competent practices
- Ability to work collaboratively with a diverse staff, a diverse student body and families, as well as a team of professionals at the school and in the community
- Evidence of professional writing skills requisite for reports, presentations, and data analysis

Preferred:

- Experience in urban public schools
- Experience with an organization that uses data to guide practice
- Leadership experience for organizing and implementing programs, managing a group of volunteers

Duties

- Planning and developing the Future STARS of DECA program which provides direct services to students and parents, by offering mentors who expose students to curriculum and programming, surrounding student development, academic preparation, character building and exposure to community and college;
- Lead and supervise a team (4-12) of mentors who will provide services directly to a small group of students. Ensure all mentors have required safety clearance and training before working with students;
- Plan and prepare curriculum for the Rising STARS of DECA program. Ensure mentors have proper information and materials before each session with students.

- Coordinate mentor training sessions in conjunction with community agencies such as domestic violence awareness, sexual abuse prevention, dealing with loss, literacy skills, and general school volunteer safety policies;
- Work directly with DECA and DECA PREP City Connects Coordinators to assess and select small groups to be supported by a mentor;
- Advocate for the Rising STARS of DECA program throughout the community, networking and recruiting potential mentors, and ensuring creative opportunities are provided to students;
- Promoting a favorable and positive image for the school district within the community;
- Develop rapport and maintain confidence of mentors, parents and students. Keep parents updated on student progress using telephone calls, conferences, and written communications, etc.;
- Meet weekly and as needed with school staff and administration to review needs and priorities of the program;
- Assisting in the transference of relevant information to appropriate community agencies;
- Collect data on the implementation of the program and the delivery of services provided by collaborating local agencies, including documentation of referrals and services provided, sessions attended by mentees and training of mentors.
- Maintain and track an annual budget for program expenses and individual group spending
- In conjunction with the UC Evaluation Services Center, provide an annual report on program outcomes and goals for next year;
- Attend faculty meetings/required staff events and other staff development and planning sessions as determined by the school principal and superintendent ;
- Serve as a role model for students. Demonstrate the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship;
- All other duties as assigned.

Terms of Employment

- Reports to the Superintendent
- Salary to be determined based on experience and education level
- 230 working days contract

Working Environment

Workplace locations include:

- School/college buildings
- Community
- Retreat/field sites
- Other environments as deemed necessary/appropriate

Physical demands:

- While performing the duties of the job, the employee is a regularly required to stand, walk, sit, talk or hear. The employee is occasionally required to reach with hands, and arms, stoop, kneel, crouch, and crawl. The employees must occasionally lift and/or move up to 50 pounds. Specific vision abilities required for this position include close vision, distance vision, and depth perception.

Additional Working Conditions:

- The noise level in this work environment is quiet to loud depending on the activity and location.
- Possible exposure to blood, bodily fluids and tissue

- Occasional operation of a motor vehicle to transport students

The work environment characteristics described here are representative of those an employee encounters while performing essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in the job description is in compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for the position. Additional duties performed by individuals currently holding the position and additional duties may be assigned.

This position is exempt from the Fair Labor Standards Act.